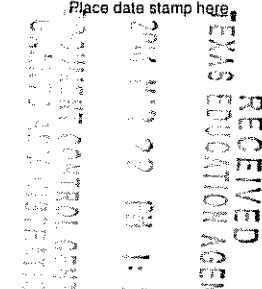


**Texas Education Agency
Standard Application System (SAS)**

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	Place date stamp here 
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information					
Organization name	County-District #		Amendment #		
The University of Texas at Tyler	212-503				
Vendor ID #	ESC Region #		DUNS #		
3-750750750	7		80-018-9235		
Mailing address		City	State	ZIP Code	
3900 University Blvd		Tyler	TX	75799-0001	
Primary Contact					
First name	M.I.	Last name	Title		
Mark		Parkerson	Executive Director		
Telephone #	Email address		FAX #		
903-565-5756	jparkerson@uttyler.edu		903-565-5858		
Secondary Contact					
First name	M.I.	Last name	Title		
Michael	R	Odell	Vice President Research		
Telephone #	Email address		FAX #		
903-565-5903	modell@uttyler.edu		903-565-5858		
Part 2: Certification and Incorporation					

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Michael	R	Odell	Vice President Research
Telephone #	Email address		FAX #
903-565-5903	modell@uttyler.edu		903-565-5858

Signature (blue ink preferred)

Date signed



3-26-16

Only the legally responsible party may sign this application.

701-16-102-148

Schedule #1—General Information (cont.)

County-district number or vendor ID: 212-503

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 9/1/2016

End date (MM/DD): 8/31/2017

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☒No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 212-503

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 212-503

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 212-503

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 212-503

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 212-503

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 212-503

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 212-503

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Ingenuity Center (IC) at the University of Texas at Tyler is the largest STEM Center serving Texas focusing on East Texas, a region with a high number of at-risk students and a growing minority population that has been traditionally underserved. Over the last decade, the number of high needs, economically disadvantaged students in the schools we have partnered with have increased by 20.4%. Much of this is due to the changing demographics of East Texas and the growing Hispanic community. The public school population in East Texas is beginning to mirror other southern states such as Alabama and Mississippi. Much of the Anglo population has opted for private alternatives to public schools. As a result, schools in East Texas area are beginning to resemble larger urban school districts and this trend is accelerating. The IC has a unique approach to ACE after school programming that is focused on improving achievement and student "soft skills" while promoting post-secondary education with a focus on STEM careers. The proposed IC ACE program aligns with the program purposes and goals to:

- "Provide opportunities for academic enrichment, including tutorial services to help students, particularly students who attend low-performing schools, to meet state and local student academic achievement standards in the core academic subjects of mathematics, reading, science, and social studies.
- Offer students a broad array of additional services, programs, and activities, such as youth development activities; drug- and violence-prevention programs; counseling programs; art, music, and recreation programs; technology education programs; and character education programs, all designed to reinforce and complement the regular academic program of participating students.
- Offer families of students served by community learning centers opportunities for literacy and related educational development. These services can be provided during or after school hours (including summers)."

The IC has documented success as a Cycle 7 and Cycle 8 grantee. As a Cycle 7 and 8 grantee we have served seven school districts throughout East Texas. With the Cycle 9 grant we would like to serve an additional three districts. There are over 100 small school districts in East Texas that have high percentages of economically disadvantaged students that this program would tremendously benefit. However, some of these districts are so small that they do not have the resources to run a program of this magnitude. The Ingenuity Center can help these districts by being the entity that writes and supports the grant. This has proven to be a great success and allows the advantages to be shared by multiple districts. The IC approach has resulted in large numbers of students at the current Cycle 7 and 8 ACE schools participating in the program. The IC has partnered with schools that agree to include ACE staff on the school leadership team in a meaningful manner, and schools associated with Cycle 9 will follow in a similar pattern. All Site Coordinators have principal certification to assure school and district buy-in and equal status on campus. This structure has allowed the IC ACE program to focus on improving student behaviors and academic productivity. Each day during the school year, the IC ACE program spends its first 45 minutes focused on completing homework and academic interventions. Specifically, the IC ACE program has instituted procedures that directly impact students, especially in the area of homework completion. This has included parent training, develop tracking procedures with teachers to assure participating students complete homework on-time and with accuracy. Many children do not have adequate support at home to successfully complete homework. One of our main goals is that no participating child ever fail due to non-completion of homework. The IC ACE program also tailors its program to the needs of participating students through the use of an academic liaison that has the ear of the campus principal. In addition to STEM enrichment we also address key core subjects and skills. Literacy is one of the largest areas of need for students that will participate in the program. In addition to basic literacy, we also focus on academic language skills to improve core subject areas. After homework and academic intervention, the remaining program time is spent on enrichment, development of soft skills, and exposure to STEM careers. One of the primary advantages of being a university-based program is that we can directly expose students to successful role models from similar backgrounds and the college experience. In addition, UT Tyler has

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 212-503

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Resources that further enrich the experience of participants such as use of the Discovery Science Place, a family STEM museum that allows for engaging families in STEM outside of school. Students also have numerous opportunities on the UT Tyler campus to further enrich their educational experience. The proposed program outlined in this application will serve several school districts not previously served; Grand Saline, Kilgore, and Mineola. We would like to continue to serve Fruitvale, a cycle 7 site, which has shown growth and improvement. Three of these schools reside along the Highway 80 corridor and the other (Kilgore) is within 30 miles from Tyler. East Texas schools share many demographics with the poorest areas in the state with high levels of economically disadvantaged students and a high percentage of at risk. Many never leave their county, many have never been to a mall or eaten at a chain restaurant. The enrichment part of the program has been demonstrated to increase interest in areas they would normally not see. With our cadre of college interns many who are first time college goers, we have managed to impact their perspective and increase their capacity to enter into higher education.

Region 7 has over 100 small to medium school districts that would not necessarily be served by the Cycle 9 grant due to their size and inability to employ grant writers or enough personnel to staff the program. The Ingenuity Center has access to hundreds of college students and retired teachers to enhance the program. The typical day at a participating campus would include tutorials, remediation, homework or some other type of academic function the first period of the afterschool program. The remaining two periods will be used for enrichment opportunities that students in economically disadvantaged neighborhoods may not be able to enjoy. The students will be surveyed at least twice a year to encourage them to be a part of the selection process. The Ingenuity Center in the past has offered a large range of enrichment activities not limited to robotics, bicycle repair, keyboarding, coding, dance, karate, cooking, sewing, non UIL sports, gaming, underwater robotics, cheer, college and career readiness programs, career explorations and other activities. The Ingenuity Center also hosts regional competitions in non UIL sports and robotics.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 212-503			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,131,500	\$	\$1,131,500
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$15,000	\$15,000
Schedule #9	Supplies and Materials (6300)	6300	\$150,000	\$	\$150,000
Schedule #10	Other Operating Costs (6400)	6400	\$115,000	\$	\$115,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,396,500	\$15,000	\$1,411,500
Percentage% indirect costs (see note):			N/A	\$58,500	\$58,500
Grand total of budgeted costs (add all entries in each column):			\$1,396,500	\$73,500	\$1,470,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,470,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$73,500

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 212-503			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor		40	\$275,000
Program Management and Administration				
4	Project director (required)	1		\$70,000
5	Site coordinator (required)	5		\$275,000
6	Family engagement specialist (required)	1		\$50,000
7	Secretary/administrative assistant		1	\$10,000
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Family Liaison		5	\$25,000
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$705,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$275,000
25	6121	Support staff extra-duty pay		\$62,750
26	6140	Employee benefits		\$88,750
27	61XX	Tuition remission (IHEs only)		\$
28	Subtotal substitute, extra-duty, benefits costs			\$426,500
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,131,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 212-503		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	External evaluator	\$15,000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$15,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$15,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 212-503		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$150,000
Grand total:		\$150,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 212-503		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$5,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$110,000
Grand total:		\$115,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 212-503			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$0
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 212--503

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			10,023	
Category	Number	Percentage	Category	Percentage
African American	779	11.32%	Attendance rate	95.75%
Hispanic	2035	29.56%	Annual dropout rate (Gr 9-12)	1.2%
White	4001	58.12%	Students taking the ACT and/or SAT	38.8%
Asian	68	.98%	Average SAT score (number value, not a percentage)	1429
Economically disadvantaged	4271	64%	Average ACT score (number value, not a percentage)	19.82
Limited English proficient (LEP)	949	9.47%	Students classified as "at risk" per Texas Education Code §29.081(d)	52.15%
Disciplinary placements	63	.62%		

Comments

These numbers represent a composite of the four school district we wish to serve. All meet the economically disadvantaged criteria.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	27.1	4.3%	No degree	2	.38%
Hispanic	32.1	5.09%	Bachelor's degree	444.2	84%
White	569.1	90.6%	Master's degree	82.9	15.7%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	110.4	22.2%	Avg. salary, 1-5 years exp.	\$36,292.25	N/A
6-10 years exp.	117	23.5%	Avg. salary, 6-10 years exp.	\$40,821.25	N/A
11-20 years exp.	146.6	29.4%	Avg. salary, 11-20 years exp.	\$47,262.50	N/A
Over 20 years exp.	124.3	25.5%	Avg. salary, over 20 years exp.	\$53,235.50	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 212-503

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public		60	60	110	110	102	100	117	117	116	2	2	2	2	900
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:		60	60	110	110	102	100	117	117	116	2	2	2	2	900

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Schedule #13—Needs Assessment

County-district number or vendor ID: 212-503

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Ingenuity Center worked with each district to determine the need specific to them. Each district provided an assessment that described their principal needs. Our needs assessments are done by examining multiple data sources with a stakeholder team in a root-cause analysis. Our data include, state and local assessments, teacher and student attendance, discipline records, class schedules, evaluation of resources and instructional materials. We also consider data extracted from parent and community meetings, ongoing feedback or surveys.

Kilgore ISD used an adaption of Stephen Covey's Circle of Influence and Circle of Concern to determine the areas of greatest need on each campus and in the district. Annual goals are set to address the identified needs. Each annual goal is then prioritized and broken down into quarterly goals with measurable outcomes.

The goals and strategies recorded in a campus and district plan are communicated to stakeholders and plans are formed to assure each participant knows their responsibility. Training and resources are identified and also included in the plan. Each goal is revisited regularly to determine if we are on track to meet the goals. Strategies, resources and professional development are adjusted based on changing needs.

This program will assist the campuses in meeting several identified areas of need. Each campus has an ECD rate of greater than 50%. Research tells us that varied instruction in small groups and high interest activities help ECD students retain learning at a higher rate.

Fruitvale ISD determines which data should be collected to provide the most information regarding the strengths and needs of the district. The team is purposeful about gathering sufficient key data sources to assess the strengths and needs of the students. Informed decisions and decision-making regarding the district profile are, therefore, based on data, rather than assumptions or perceptions. This process is a systematic effort to acquire an accurate, thorough picture of the strengths of our school community that can be used in response to the identified educational needs of students.

Fruitvale ISD's program includes a comprehensive needs assessment of the entire school district that is based on information on the performance of children in relation to the State content standards and the State performance standards. As factors are identified, better strategies for improvement can be proposed and implemented. Campus Improvement Teams use this review process which aids the district and campuses in determining the effectiveness of educational programs for each and every student population served.

Mineola's assessment was conducted along the same lines as Fruitvale and gave the following as a partial assessment. As a 3A rural school district in East Texas with over 62% of students classified as economically disadvantaged, many do not have access to the internet in their homes and have limited exposure to experiences afforded to students in more suburban areas. Students are often at home alone in the afternoons at home and parents are not able to provide for private after-school care and enrichment opportunities. The lack of availability for transportation for after-school programs is also a barrier for many families.

Grand Saline ISD has many systems in place to monitor student success. The leadership team is comprised of the superintendent, central office administrators, principals, and counselors. The Leadership Team meets weekly to review data, discuss casual factors, goal setting, and the monitoring of goals and plans. The District Site Base Team utilizes needs assessment subcommittees to identify and prioritize needs. Each campus has a site base team that meets to review a variety of data including academic performance. Each campus develops a problem statement and then applies the root cause analysis process to determine annual goals and strategies in order to make informed recommendations. The Ingenuity Center compiled the needs of these four districts.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 212-503

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Academic Performance	The IC will utilize highly qualified teachers and university students to provide enrichment activities and accelerated instruction in a project-based learning environment in order to improve student engagement in the learning process. The IC has developed systems to ensure all students have completed all current and overdue assignments ensuring that students do not fall behind. The IC identifies students most in need of assistance and uses early intervention strategies.
2.	Improve Attendance	The IC utilizes highly engaging activities and provides a supportive environment that engages students and improves their attendance during the school day. By helping students stay engaged in school, students have a more positive outlook on school and a greater feeling of success. The IC also aggressively works to engage students' families through the use of a family engagement specialist.
3.	Improve Behavior	The IC utilizes positive behavior intervention strategies to facilitate pro-social activities aligned to student interests and to generate community and family involvement. The early intervention strategies implemented by the IC ensure that the students most in need of support experience success in school. Our research indicates that students who are successful in school are far less likely to have discipline issues.
4.	Improve Promotion Rates	The IC utilizes data-based, targeted interventions and works with campus staff to follow up with students on daily and homework assignments which lead to improved grades and promotion rates. The accelerated instruction techniques used by the IC break the cycle of failure. Instead of students failing and then having to go to tutorials, we front-load with experiences designed to help the student be successful in class the first time.
5.	Improve Graduation Rates	The IC utilizes high quality programming and transition programming prior to students entering the next grade level in order to better prepare students heading into high school and improve graduation rates. The IC works with students to develop personal graduation plans. We further work with students to improve self-efficacy and ensure that students understand the long term impact of their current decisions.

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Schedule #14—Management Plan

County-district number or vendor ID: 212-503

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	The Project Director is a full-time (40 hours per week) position. The Project Director is a fully certified administrator with a background in STEM related fields, with successful experience in STEM, Professional development and Project Based Learning (PBL).
2.	Site Coordinator(s)	The Site Coordinators are full-time (40 hours per week) positions. The Site Coordinators are fully certified administrators or seeking certification, with successful experience in Project Based Learning, STEM education, Professional Development, Technology integration and campus or district-level administration
3.	Family Engagement Specialist	The Family Engagement Specialist is a full-time (40 hours per week) position. The Family Engagement Specialist role is to implement research-based strategies and develop new strategies to engage families in after school programming.
4.	Evaluator	External evaluators were solicited from universities outside of the state of Texas. The university has no formal policy on how to select external evaluators. However, the IC has contracted with faculty from the University of Northern Iowa to evaluate its large federal and state STEM projects
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Staffing	1. Identify external evaluator	08/01/2016	08/31/2016
		2. Hire Project manager	08/01/2016	08/15/2016
		3. Hire Site coordinators	08/01/2016	08/15/2016
		4. Hire Family Engagement Specialist	08/01/2016	08/15/2016
		5. Identify and hire college students, tutors etc.	08/01/2016	09/30/2016
2.	Training	1. Train Site coordinators in policies and procedures	08/01/2016	08/31/2016
		2. Train student interns, tutors	08/01/2016	05/30/2017
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Enrollment	1. Work with campuses to enroll students into program	08/22/2016	05/31/2017
		2. Survey student interests	09/01/2016	05/31/2017
		3. Develop menu of offerings	09/01/2016	05/31/2017
		4. Enroll parents into family offerings	09/01/2016	05/31/2017
		5. Identify parent liaison on each campus	09/01/2016	09/30/2016
4.	Supplies and materials	1. Identify supplies needed for start up	08/01/2016	08/31/2016
		2. Identify equipment needed for start up	08/01/2016	08/31/2016
		3. Maintain consumables.	08/01/2016	05/31/2017
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Evaluation	1. Work with evaluator to identify targets	09/01/2016	05/30/2017
		2. Meet with evaluator quarterly	09/01/2016	07/25/2017
		3. Approve draft of final evaluation	07/15/2017	07/25/2017
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 212-503

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director and campus teams will utilize the ACE Blueprint to monitor and continually improve the Center. The leadership of the Community Advisory Council, in partnership with the IC, will further develop existing feedback tools to inform stakeholders about the progress toward the Blueprint Benchmarks.

The Project Design Team consisting of the Project Director, Site Coordinators, Campus Administration, and Community Advisory Council will meet regularly to discuss progress and strive for continuous improvement in all areas. The Site Coordinators will be part of the campus Decision Making Team, taking part in weekly campus administration meetings to further inform the decisions of the project.

The Project Director and Site Coordinators will continuously analyze the budget for improvements and cost efficiency. They will also meet with the fiscal leadership of the IC on a monthly basis, maintain a campus budget to parallel the project overall budget and make purchase projections based on past data from other projects to make informed decisions and adjust throughout the school year.

The Project Director will review data from Tx21st on a weekly basis, and confer with the Site Coordinators at weekly grant implementation meetings to be held on Fridays. During these meetings, attendance, student grades, discipline and parental involvement, as well as survey data are the main topics of discussion. Survey data is collected regularly from stakeholders and this data is used to formulate needed changes in programming and detailed in the minutes of the weekly meeting. Additionally, campus discipline is documented in a secure project discipline log, and student data for reporting is maintained in an offline database. The Project Director and Site Coordinators will monitor staff development. Staff development decisions will be based on data from observations, campus staff and administration, and student and parent survey data. A record of employees' professional development is maintained by the Project Director.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Kilgore: Students currently participate in academic, fine arts and athletic UIL activities; tutoring is also offered after school. One of the participation barriers for some students is the lack of transportation after the practice sessions. The school staff can work with the site leader to provide a continuum of services when the activities end by moving them into the program and providing transportation. A concern for afterschool programs is finding an adequate number of staff available to staff after the school day. The addition of interns, site leaders and academic liaisons will greatly enhance our ability to offer a quality afterschool program. We will continue to look for partnerships within the community that can bring more students into the program and communicate those opportunities to staff, parents and community members. Grand Saline ISD currently provides afterschool tutorials and summer school. This grant will provided a needed extension of those programs and add quality and variety by diverse course sessions. To build long-term commitment many staff members will be included in the afterschool and summer program providing an opportunity to build sustainability over time. The Grand Saline Educational Foundation was established to provide support for the goals of the school.

Mineola ISD: Title I and campus funds are used currently to provide after-school tutorials in the academic areas that are tested on STAAR. Summer programming is also utilized for non-STAAR grade levels and areas to "jump start" our at-risk students to provide a foundation for their learning. These efforts would be coordinated with the grant to ensure a seamless process to meet the needs of all students.

Fruitvale ISD: Sustainability will be accomplished by using funding from several sources. The sources will include existing school budgets (general funds, state compensatory funds, and Title funds), business and community support funding, and pay-for-service funding as well as additional grant funding. The Community Learning Center is an integral part of the school and critical to continued school success.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 212-503

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Quantitative/TX21st Data Collection	1.	Core (Math, Reading, Science, Social Studies) GPA change over academic year
		2.	Number of activities
		3.	Student enrollment and attendance at each site
2.	Quantitative/Additional TEA Data	1.	Non-criminal referrals from fall to spring
		2.	Days absent from fall to spring
		3.	State assessment results
3.	Quantitative/Programmatic	1.	Staff training (number and participation)
		2.	Staff meetings
		3.	Parent meetings and events
4.	Qualitative/Site Visits	1.	Site Visit
		2.	Program Director Interview
		3.	Site Coordinator Interview
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For current Cycle 7 and Cycle 8 projects, Site Coordinators and the Project Director collect program-level quantitative data for the external evaluator. This process will continue for the Cycle 9 grant. Data will be analyzed for changes from fall to spring for Core GPA change, number of activities offered at each site, student enrollment and attendance at each site, as well as non-criminal referrals and days absent. For Cycle 7 and 8 projects, this data was collected on regular participants (those having 30 or more days of participation). This will be the same precedent for the Cycle 9 grant. Additionally, programmatic data will be kept by the Site Coordinators including number and participation of staff trainings and staff meetings. Additionally, parent meetings and events, as well as partnerships and other funding sources will be collected and transferred to the evaluator.

Qualitative data (including site visits and interviews of the Project Director(s) and Site Coordinators) will be taken directly by the external evaluator. Site visits will be conducted twice during the year (once during the fall semester and once during the spring). During each site visit, the evaluator will assess staffing information, partnerships and other funding sources. Interviews with the Project Director and Site Coordinators will be conducted during the spring site visit.

A final report for the project will be written in June and presented to the Project Director in early July. In the report, the evaluator will use the tools provided to produce an honest assessment of the program. Recommendations will be made at both the programmatic and site levels. This report will also be submitted electronically to TEA by July 31st.

Site evaluations will be on file at each site for parental review.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 212-503

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The specific activities to be funded are the academic acceleration/remediation and or tutorials designed around student needs and administered by either certified teachers, retired certified teachers or college students who have proficiency in selected areas.

Transportation to and from the Center will be offered to all students served by the 21st CCLC. School districts will take on the responsibility of safely transporting students from the feeder school to the designated host site/center and back to feeder school or home. The IC has coordinated with the school districts to leverage existing travel budgets in order to serve after-school activities of the Center. During summer camps, the IC will utilize 21st CCLC funds to provide transportation to students involved in Center activities.

The activities will be based around the needs identified by the campus' respective stakeholder needs assessments. As needs have been identified in each area of the Texas ACE Four-Component Activity Guide, activities will be designed to address each of these needs. Activities will include, but not be limited to, academic skill development, academic intervention, student engagement, computer and technology literacy, engineering design and processing, accelerated instruction in math and science, cultural awareness, college and career readiness, and leadership training, as well as opportunities for enrichment in fine arts and unique physical activities. In addition to these student activities, we will provide adult education activities including, but not limited to: Adult Literacy, using technology, English as a Second Language.

Most enrichment offerings will have a STEM emphasis and a PBL (Project Based Lesson) component to them to differentiate from instruction in regular classroom.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The IC seeks to develop an array of informational materials designed to meet the diverse needs of the communities in which the Community Learning Centers operate. The communities are made up of individuals with varying levels of educational backgrounds and language preference. In order to communicate effectively to all stakeholders, the IC develops informational materials targeting different groups. Each school has a website where the IC ACE program is able to post program information, upcoming courses, and family activities.

The IC currently employs staff members who are fluent speakers and writers of Spanish. The bulk of the disseminated information is available in both English and Spanish. The Center will develop a Spanish version of the Community Learning Center Blog at those sites with a high percentage of Spanish speaking community members. Materials from these sites will detail elements of the Center such as: location, hours of operation, available activities, contact information and information on how community members and parents can participate as stakeholders and participants. The IC will disseminate this information through a variety of channels, including printed materials, electronic materials (websites, blogs and email distribution lists) and the local media. The Family Engagement Specialist will also host meetings at the school and at local community organization locations to help disseminate information and garner support and participation.

In order to begin laying the foundation for sustainability, the IC will develop informational materials to include more technical data. These materials will be used to communicate with the affluent members of the community who will ultimately be approached to help financially support the Center activities. We will be able to communicate through the Community Advisory Council who will be asked to approach affluent community members.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 212-503

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Community Learning Center activities will be based around the Texas ACE Four Component Activity Guide. Each activity will fall into one of the four components. These are designed to ensure improvement of academic achievement by educating the whole child. Activities falling under the heading of academic assistance will be designed to target areas of need for students and will be based on student achievement data. The IC has been providing professional development for teachers in East Texas to prepare them for academic success and STAAR, and these resources will be extended to and leveraged in each Center. Center personnel will review student performance data and design project-based activities to address standards of greatest need. Enrichment activities will be designed to improve academic achievement through the improvement of social skills and academic skills in context. Leadership training, conflict resolution training and community service will be embedded into activities designed around student interest. The IC has experience developing programs based on this model and has seen success in previous implementation. The IC believes that social development is strongly correlated with academic achievement. Family and Parental Support Services will be designed to engage family members in the students' learning process. These will include adult education classes that will improve parents' abilities to assist students with academic endeavors. Examples are adult literacy, English language learners, computer literacy, and college awareness. Activities falling under the heading of College and Workforce Readiness will be designed to improve academic achievement by helping students develop and achieve goals, manage time, and improve study skills. The IC will provide students with access to college and career counselors as well as expose students to a college-going culture. Parent programs will be designed to improve their skills in literacy and technology and also in supporting their children's academic success. This includes college and career awareness, homework assistance, and literacy. We will also have parent/children programming so that parents and students can work on activities together in order to build the skills of helping students at home.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The IC has worked with schools in the program to evaluate current resources that will be leveraged with the 21st CCLC funding to ensure that the most effective use of funds is ensured. The following resources have been identified and will be combined with grant funds:

- a. Facilities: each school in the program has agreed to provide facilities for use by the grant at no charge to the grant. The use of these facilities will include space, utilities and janitorial services. The total amount of this in-kind contribution will be \$49,500 year
- b. Food Services: each school in the program has agreed to provide the services of the food service department to ensure that each student in the program receives a healthy snack each day. The school districts will work with the federal school lunch program to ensure that leveraging these funds will not adversely affect schools. Current calculations indicate that the total amount of contributed funds will total \$130,000/year.
- c. Transportation: most of the districts in the program will be able to offset some of the transportation costs of the program by altering the district transportation schedule. Since many of the bus riding students will not be utilizing the services of the transportation department at the end of the school day, the districts have been able to alter the schedules of some of their routes. This alteration allows the school to provide transportation services to students in the program at no cost to the program. The total estimated in-kind contribution is \$75,000/year.

Other in kind and financial contributions will be made by the university and the schools that are more difficult to quantify, but the total of these identified funds will be at least \$254,500/year.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 212-503

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1) Each Center will utilize a variety of objective data sources to design and implement Center activities. Site Coordinators and teachers will use the districts' data analysis software system to analyze student performance data at the campus, teacher and student level. These data will be used to determine areas of need for academic enrichment, acceleration and remediation. Data from these systems are disaggregated from numerous sources, including state STAAR tests, district benchmarking tests, curriculum assessments and teacher-developed assessments. Teachers and Center personnel will also evaluate state TAPR report such as completion rates, attendance rates, drop-out rates, and demographics to ensure that Center activities are meeting the needs of the students. In addition to TAPR data, Center personnel will use the districts' student management systems to evaluate ongoing attendance and discipline data. We will also regularly conduct student interest surveys and parental interest surveys.

((2) Teachers/tutors will use the performance data discussed in the previous section to identify areas of need as well as opportunities to build on student successes. Activities incorporated into the Center's curriculum such as robotics, engineering design challenges, and multi-media classes will foster student growth in areas of need, particularly mathematics and science standards. Center activities will include opportunities for students to present their work to peers, teachers, parents, university personnel and community members, aligning with the cross-disciplinary standards of College and Career Readiness standards. Activities will incorporate a PBL (Project Based Lesson) component to differentiate from instruction in regular classroom. PBL shows promise as a strategy for closing the achievement gap by engaging lower-achieving students.(Boaler, 2002; Penuel & Means, 2000) Students demonstrate better problem-solving skills in PBL than in more traditional classes and are able to apply what they learn to real-life situations.(Finkelstein et al., 2010).

(3) Each Site Coordinator on its perspective campus has access to several data sources that are used to evaluate student progress. The DMAC, TEAMS, and AWARE district systems include student grades, attendance, discipline, extra-curricular, and demographic reports. This data is updated and made available each six weeks and is continuously monitored by the Site Coordinator each term. Additionally each campus utilizes its Academic Liaison, a current district employee, to analyze, schedule, and work with teachers to assist with improving assessment and overall student grades. Student data is also discussed in biweekly team and grade level; and professional learning communities with the Site Coordinator on a monthly basis.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 212-503

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

✱ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

The IC at UT Tyler currently has signed Memorandum of Understanding (MOU) or ongoing projects with each of the schools/school districts in the proposed program. These MOU's come up for renewal annually and will be amended to reflect the additional services the Ingenuity Center provides the school for the after-school program. In some of the districts the current MOU's mandate the use of the T-STEM Academy Blueprint, the utilization of PBL and technology in teaching. The MOU's also include the agreement on facilities sharing, financial responsibilities, content coaching, professional development, and technical assistance. The IC is deeply embedded in the schools surrounding the University of Texas at Tyler and has been working to create and support STEM Academies. As part of our current MOU's the Site Coordinator will serve on each of the school's Community Advisory Council. In other schools, we have provided extensive professional development to teachers in the districts. We have a history of working with the districts' administration and curriculum departments to ensure that the professional development offered to the teachers of the district is aligned with the curricula of the school and ensures increased student success. We believe in providing professional development that is "just-in-time" and immediately applicable to the teachers in the classroom. This requires close communication and coordination with the school districts, and the IC has demonstrated success in this area. Additionally, we have worked with several of the districts to analyze academic programming and provided technical assistance to the schools to ensure that their secondary staffing patterns are meeting the needs of the students and providing clear pathways to post-secondary readiness.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 212-503

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Consistent with prior year processes, the IC convened meetings of stakeholders with representatives including teachers, administrators, parents, students, business representatives, university and community college personnel, P-16 Alliance members, and community-based organization members in order to evaluate the existing partnerships and community resources currently being utilized by each school/center location. An evaluation of student performance metrics from respective schools was conducted, and the performance data was cross-referenced with available resources. It continues to be evident that far greater community resources are available for elementary schools than for secondary schools. A focus on secondary schools led to an identification of critical resource needs for each secondary school in operation and elementary feeder schools where appropriate.

Stakeholder meetings identified available out-of-school time services for each respective campus. All campuses provide some type of school-sponsored tutorials. In addition, students at most campuses have access to some type of recreational activity, yet no more than two days per week. These include community service, recreational sports and faith-based activities. These activities are available at some of the campuses; however, others are offered at locations some distance from the schools. Many students are unable to participate due to the distance from the school and a lack of suitable transportation. It was noted that community resources continue to fail to provide opportunities in the areas of accelerated instruction, technology, fine arts, leadership, conflict resolution, family involvement, family training/education, and college and career awareness/readiness.

The IC synthesized the recommendations and compared the needs to its existing areas of expertise. Several key elements continue to emerge in the following areas:

- academic assistance: academic skill development, academic intervention, student engagement, computer and technology literacy, engineering design and processing, and accelerated instruction in mathematics and science
- enrichment: computer gaming and technology, cultural awareness, and leadership training
- family and parental services: technology literacy, school improvement planning, college awareness, and environmental awareness
- college and workforce readiness: career counseling, college admissions, college visits, critical thinking, time management, and college readiness

Included in the needs analysis of each site was an evaluation of the demographics of each school. Priority continues to be given to schools with a high percentage of economically disadvantaged students and schools who are in the greatest need of improved academic achievement.

All of the schools enroll an extremely high percentage of economically disadvantaged students. Similar data were identified in terms of the number and percentage of at-risk students on these campuses. Second, many of the schools had been making significant strides in student standardized test performance, but over the last 3-4 years, this trend has reversed. As the populations of these schools have changed, and with the implementation of the STAAR test, fewer students are now meeting the states expectations for academic achievement. Furthermore, in the areas of math and science, these data are even more pronounced.

Each district has limited resources to meet the needs of the students. The grant will allow each district to remediate and provide enrichment activities.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 212-503

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The IC is a Texas STEM Center part of the T-STEM Initiative. The initiative builds on state and local efforts to improve mathematics and science achievement among all Texas students and focuses on increasing the number of students who study and enter science, technology, engineering, and mathematics (STEM) careers. T-STEM offers a proactive and strategic approach to empower Texas educators with the tools needed to transform teaching and learning methods for the new century. The IC is a leader in the STEM movement and has been the driving force behind the creation of the Texas STEM Coalition which unites all STEM centers across the state.

Each center will use the Project Based Learning (PBL) approach adopted by the Buck Institute for Education (bie.org). Students will participate in a dynamic classroom approach and actively explore real world problems and challenges using hands on and innovative methods. This approach along with incorporating 21st century skills will equip students with the necessary tools for the workforce. All IC staff will be trained on these strategies and participate in quarterly professional development sessions facilitated by the Project Director.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We will not be using senior volunteers

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 212-503

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

✱ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

The IC will develop a plan for sustainability that leverages funding from at least four sources. These four sources will include existing school budgets (general funds, state compensatory funds, and Title funds), business and community support funding, pay-for-service funding as well as additional grant funding. First, the IC will seek to work with the school districts to find ways to allocate existing school district budgets to the continuation of the Community Learning Centers. We believe that these Centers will become an integral part of the school and critical to continued school success. Further, we believe that the success of the Center will become an integral part of the school community.

We intend to work at communicating the successes of the Center. As such, we believe that the community and businesses will be more than willing to contribute to the continuation of the Centers. As such, the IC is very familiar with and well favored by those in the community who have shown a history of philanthropy. Additionally, we recognize that the level of funding provided by the grant is significant, and continuation of the same level of service will require funding from a variety of sources. We intend to develop an on-going evaluation of the return on investment of each activity and service provided by the Centers. Those activities that are the least cost effective would then be transitioned to a fee-for-service model. Finally, the IC has a history of very successful grant implementation, and we believe that some of the services provided by the 21st CCLC grant could be supplemented through additional grants in the future.

Year 1: Identifying components of afterschool grant that can be reasonably transitioned.

Year 2: Identify major stakeholder, community and industry that will support program.

Year 3: Collaborate with adjunct sites or feeder schools not under grant to start program on limited/pay schedule.

Identify successful components, refine program with stakeholder investment and fee schedule and open an additional site. Identify requirements to be successful with community backing and move into additional sites.

The IC has letters of support from each board of each school district we propose to serve.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 212-503

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The IC has existing partnerships with Universities, Community Colleges, Local Education Agencies, Regional Service Centers, State and National Organizations, non-profit organizations, community groups, and Business and Economic Development groups. The IC has also extended its expertise in this area to local schools and districts. The IC will help each school create a Community Advisory Council

The IC expects to continue this trend by developing stakeholder feedback groups at all of the Center locations. Where these structures are already in place, the IC will leverage those groups to ensure that the services provided are well received by the community and responsive to its needs. Where these structures are not in place, the IC will work with the school administration to build these structures. The IC will hire a Family Engagement Specialist through grant funds to work with our existing specialists to help facilitate the development of these structures. Some work has already been done in this area with each school selected as a potential Center, and the IC intends to further these efforts with the resources of the grant.

The IC will utilize the existing stakeholder groups of the selected schools and develop these groups at the schools who do not currently have these structures. The stakeholder groups will be convened at least once per six weeks initially and at least once per semester ultimately to disseminate feedback data, determine planning goals and areas of focus. The stakeholder groups will provide feedback to the site teams regarding further areas of research and development. These group members will be primary level contacts and conduits for the dissemination of information to the community.

In addition to the stakeholder groups, the Project Director, along with the Site Coordinators and campus administrations, will develop a marketing plan to ensure that the community remains well informed of the progress of each Center. Each Center will have space dedicated on the school website for the purposes of disseminating information to the community. Site Coordinators will be responsible for the development and update of Center Blogs that detail the activities of each Center. These blogs will also provide a vehicle for the gathering of immediate feedback from the community. In order to reach members of the community without internet access, highlighted elements of the blog content will be disseminated in printed form in both English and Spanish, and parent surveys will be conducted each semester.

The IC also has a positive working relationship with area news media. It is anticipated that the IC will work with these media personnel to regularly disseminate information to the community. These communication streams will be intended to develop community buy-in and opportunities for sustainability following the end of grant funding.

The IC currently employs several individuals that are both fluent speakers and writers of Spanish. One of our existing family engagement specialists who is not paid through grant funds is bilingual and provides support to all of our projects. Through the use of these individuals the IC will develop outreach tools in the home-language of our diverse community. These tools will express a sense of inclusion to all families and support the efforts of the grant and the university. These bilingual individuals will also be available to ensure that non-English speaking parents can participate in stakeholder groups as well.

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director will visit each site at least monthly to perform observations and discuss with the Site Coordinator and/or principal concerns, ideas and opportunities. They will meet monthly with central administration to discuss challenges that need to be addressed at a level higher than campus administration.

The Project Director, Family Engagement Specialist and Site Coordinators will meet weekly to discuss enrollment, performance goals, current issues, and upcoming activities. An agenda will be provided by the Director to guide the meeting. Minutes will be taken, transcribed, and disseminated each week. Enrollment and Attendance updates will be provided to Site Coordinators to ensure goals are met.

The Project Director will review data from Tx21st on a weekly basis, and confer with the Site Coordinators at weekly grant implementation meetings that are to be held on Fridays. During these meetings, attendance, student grades, discipline and parental involvement, as well as survey data are the main topics of discussion. Survey data is collected regularly from stakeholders and this data is used to formulate needed changes in programming, which are detailed in the weekly minutes of the meeting. Additionally, campus discipline is documented in a secure project discipline log, and student data for reporting is maintained in an offline database.

The Project Director and Site Coordinators will monitor staff development. Staff development decisions will be based on data from observations, campus staff and administration, and student and parent survey data. A record of employees' professional development is maintained by the Project Director. We will attend the state conference and regional trainings. The University of Texas at Tyler staff will read and discuss current educational literature. Interns and teachers for the program will attend monthly updates on STEM, Project Based Learning, Classroom Management and other relevant topics, in addition to weekly campus team updates.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 212-503

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1 Center Name: Fruitvale HS

9 digit campus ID#	234909001	Distance to Fiscal Agent (Miles)	50
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Grade Levels to be served (PK-12)	K-12
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	75
Number of Adults (parent/ legal guardians only) to be served:	20

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Fruitvale Middle	Hallie Randall Elementary		
9 digit Campus ID #	234909041	234909101		
District Name (if different)				
Distance to Center	0	0		

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2 Center Name: Grand Saline Intermediate

9 digit campus ID#	234904102	Distance to Fiscal Agent (Miles)	41
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Grade Levels to be served (PK-12)	K-8
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	200
Number of Adults (parent/ legal guardians only) to be served:	30

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Grand Saline Elementary	Grand Saline Middle School		
9 digit Campus ID #	234904101	234904041		
District Name (if different)				
Distance to Center	.25	.25		

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TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3**Center Name: Kilgore Intermediate****9 digit campus ID#**

092902107

Distance to Fiscal Agent (Miles)

32

Grade Levels to be served (PK-12)

2-5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:**

200

Number of Adults (parent/ legal guardians only) to be served:

30

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Chandler Elementary			
9 digit Campus ID #	092902101			
District Name (if different)				
Distance to Center	.30 miles			

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4**Center Name: Kilgore Middle School****9 digit campus ID#**

092902042

Distance to Fiscal Agent (Miles)

32

Grade Levels to be served (PK-12)

6-8

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:**

200

Number of Adults (parent/ legal guardians only) to be served:

30

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5 **Center Name: Mineola Middle School**

9 digit campus ID#	250903041	Distance to Fiscal Agent (Miles)	32
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Grade Levels to be served (PK-12)	K-8
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	225
Number of Adults (parent/ legal guardians only) to be served:	25

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Mineola Primary	Mineola Elementary		
9 digit Campus ID #	250903101	250903102		
District Name (if different)				
Distance to Center	0	.25 miles		

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6 **Center Name:**

9 digit campus ID#		Distance to Fiscal Agent (Miles)	
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Grade Levels to be served (PK-12)	
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 8**Center Name:** Mineola Middle School**9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements

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Center Number: 9**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 10**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 212-503

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The IC in cooperation with its site schools has a philosophy: "All kids get the good stuff". By this, we mean that creative engaging opportunities should not be reserved for certain groups of students. We actively recruit all students into the program. In addition, we recognize that the students who need the most help are often the students who are overlooked. Because of this, we identify the students who are the most in need and design activities that appeal to their particular interests and needs. Some examples include: bicycle club (where students design, repair and ride bikes – sometimes teaching students who don't know, other times creating safety awareness videos), crime scene investigation, karaoke (where students research musicians, musical styles, and historical context, followed by presentations and culminating in performances), and robotics.

We identify students by use of data granted to us by the campus, Administrative meetings, student grades, benchmarks. These activities are designed to improve academic performance and increase 21st century skills. Moreover, these activities were the direct result of focus groups with students identified as high need. Through our 21st Century Community Learning Center award, we have been able to exceed our student numbers at most campuses. If there is space in the program, once numbers have been met, we encourage others to apply starting with those that are economically disadvantaged, and try not to turn students away. We believe that our activities make a difference in the lives of all of our students. The IC is dedicated to ensuring that all students have the opportunity to participate in programming, and we find the resources to make this happen.

Using data from Title 1 provided by the school district, we compliment services already provided by the district by filling in gaps according to needs.

As a Texas STEM Center, the IC has experience with helping schools recruit and retain students. The IC works with the school Centers to develop and employ a multi-faceted approach to recruitment and retention monitoring. Regular student interest surveys will be conducted so that high interest, high student engagement activities can be developed. We believe that successful recruitment and retention depends heavily on activity programming. Activities must be simultaneously of interest to students and parents and meet students' academic needs. Additionally, many students at each of the campuses are unable to participate in all areas of interest. For instance, some students have interests in music and choosing this course of study precludes them from other areas of interest such as technology, art, robotics, or physical education.

The Centers will evaluate student interests and compare these interests to in-school day course offerings. The goal is to provide opportunities for activities not available to students through the regular school curriculum. Furthermore, because some students are required to receive accelerated/remedial instruction in order to address academic deficiencies, these students are constrained by scheduling and therefore unable to participate in unique and engaging school activities/units of study.

By providing these activities after school, students have the opportunity to build a positive school perception. In order to recruit and retain family members, the Centers deploy several similar strategies to those described above, with the additional focus on disseminating information. The Centers utilize the Family Engagement Specialist, the district's Alert Now (automated parent telephone communication system), Center Websites/Blogs, mail and e-mail distributions and local media to ensure that parents are informed about activity offerings. Additionally, the Centers host opportunities for students to exhibit their work or performance to parents and community members. These events are utilized as parent communication conduits. Site personnel provide informational literature to parents as they arrive to pick up students.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 212-503

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At a minimum, each Center will operate Monday through Thursday for at least three (3) hours following the end of the regular school day. Each Center will operate for a minimum of thirty (30) weeks during the regular school year. It is anticipated that the Centers will exceed this number in order to maintain consistency of operation for the community and the transportation department. Respective Center stakeholders will help determine the final schedule, but it is conceivable that each Center would be open every school day, Monday through Thursday.

Based on past experience, we believe that starting the first day of school is critical to the success of the program. By starting on the first day of school, we establish consistent routines and expectations with students and parents. Each school has agreed to ensure that center operations begin on the first day of school and they have agreed to help aggressively recruit students into the programs beginning with their parent/student start of year induction activities.

Each Center will operate a summer camp schedule of at least 4 hours per day, Monday through Thursday, for six (6) weeks, four of which will be consecutive. Most of the schools in the program operate alternate hours during the summer where administration is available only Monday through Thursday. Because much of the administrative, custodial and maintenance staff will be unavailable on Fridays, access to facilities and resources will be much more seamless Monday through Thursday. Programming will focus on STEM activities such as robotics, coding, and science lab.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to ensure the safety of students, the IC first employs Certified Administrators for Site Coordinators who are trained to ensure student safety. Our research has led us to the conclusion that many grantees hire site coordinators with much less background and training in public school in order to reduce cost. We believe that the increased salary of our Site Coordinators is an investment both in improved programming and improved safety.

As part of the Cycle 7 and 8 grants, the IC has developed a procedures manual that is followed by all sites. This manual addresses all aspects of the grant and is aligned with the Blueprint. As part of this manual, the IC has developed procedures to ensure student safety. These procedures are also aligned to school operations in order to ensure that parents and students are familiar and comfortable with procedures.

Included in these procedures, all parents are required to enter the building and sign their students out if they are to leave during programming. All students sign in at the beginning of every class, and students must sign out when they are checked out of programming early. If a student leaves the class for any reason (such as going to the restroom), the students must carry a pass, and the hallways are actively monitored by center personnel. Students must also sign when they get on the school bus to leave the site for home. In the event a child is too young to sign their name, a staff member may do it for them.

As part of our ongoing training and professional development, the IC provides CPR and first aid training to all teachers/tutors in the program. Staff involved in physical activity are trained in warning signs for heat related illness, and students are closely monitored to ensure their safety. Access to a school nurse and emergency personnel further work to ensure the safety of students.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 212-503

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

School-based mentoring that builds relationships for students and endures past a minimal time period has been shown to have positive results on students (Wheeler, 2010). Because the majority of delinquency occurs in the hours at the end of the school day (Thornberry, 1995), a program that gets at risk students into a supervised situation can be immediately successful, as the opportunities for misbehavior are decreased (Jackson, 2002). School and afterschool programs also provide the benefit of developing a safe adult network and healthy adult interactions and relationships (Cullen, 1994). The research points to juveniles with positive interactions with responsible adults having an increased likelihood of staying out of the juvenile justice system (Keating, 2006). In addition to providing a solid role model as an example of acceptable adult behavior, after school programs also provide the consistency of time. Jackson (2002) reported that when delinquent students participated in programs with college student mentors over a time-intensive period their parents reported significant improvement in behavior. DuBois and Silverthorn (2005) report the longitudinal study using a nationally representative sample of adolescents showed that students with a significant time investment in mentoring show greater outcomes and participants who did not. After school provides intervention in an optimal location and a timely fashion. The research on after school also provides for a best practices roadmap to ensure solid design.

Komosa Hawkins (2009) states that students who are at risk must be targeted and actively recruited. Project Based Learning, which is a staple of the UT Tyler ACE program, is also recommended. Cullen (1999) reports that in addition to general guidance, programming that promotes personal growth and social responsibility will strengthen outcomes for students. Providing a vehicle for students to set goals and make plans for the future also has an impact. In evaluations of 55 programs, DuBois (2002) showed that strong programs provide a strong adult bond, collaborative planning, career education, and student voice. Solid identification of students, frequency of contact, ongoing training for mentors, structured activities and family involvement are further measures reported to have strong positive effects on student outcomes (Dubois in pres). It is upon this roadmap that UT Tyler will build the mentor intervention component.

In keeping with best practices, the at-risk mentoring program will occur a minimum of two times a week for a minimum of 45 minutes. Topics that strengthen soft skills and 21st-century skills, as well as project-based learning and service learning will be the focus of the curriculum. Participants will be identified based on frequency and severity of office referrals. Mentors will attend weekly meetings with Site Coordinator's to review student progress and plan collaboratively as well as attend monthly training sessions to increase mentoring skills. Participating student metrics will be monitored, individual progress will be highlighted, and support will be provided in the transition from the school day. Mentors will work with the Family Engagement Specialist and the Parent Liaison to ensure parental involvement when possible. Many elements of the program are similar to the program at the Williamson County Juvenile Justice Center. The supreme goal of the UT Tyler ACE mentoring intervention program is to prevent students from entering a similar facility in their area. UT Tyler has demonstrated success through the Cycle 7 and 8 grants. UT Tyler ACE specializes in STEM and Project Based Learning, and has support structures already in place to identify students in need of mentoring services and to employ college students that will serve as appropriate mentors, as well as an established training program for said mentors.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 212-503

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Community Learning Center activities will be based around the Texas ACE Four Component Activity Guide. Each activity will fall into one of the four components. These are designed to ensure improvement of academic achievement by educating the whole child. Activities falling under the heading of academic assistance will be designed to target areas of need for students and will be based on student achievement data and the projections of upcoming STAAR tests. The IC has been providing professional development for teachers in East Texas to prepare them for the transition to STAAR, and these resources will be extended to and leveraged in each Center. Center personnel will review student performance data and design project-based activities to address standards of greatest need. Enrichment activities will be designed to improve academic achievement through the improvement of social skills and academic skills and content. Leadership training, conflict resolution training and community service will be embedded into activities designed around student interest.

The IC has experience developing programs based on this model and has seen success in previous implementation. The IC believes that social development is strongly correlated with academic achievement. Family and Parental Support Services will be designed to engage family members in the students' learning process. These will include adult education classes that will improve parents' abilities to assist students with academic endeavors. Examples are adult literacy, English language learners, computer literacy, and college awareness. Activities falling under the heading of College and Workforce Readiness will be designed to improve academic achievement by helping students develop and achieve goals, manage time, and improve study skills. The IC will provide students with access to college and career counselors as well as expose students to a college-going culture. Parent programs will be designed to improve their skills in literacy and technology and also in supporting their children's academic success. This includes college and career awareness, homework assistance, and literacy. We will also have parent/children programming so that parents and students can work on activities together in order to build the skills of helping students at home.

Each Center will utilize a variety of objective data sources to design and implement Center activities. Teachers will use the districts' data analysis software such as the DMAC system to analyze student performance data at the campus, teacher and student level. These data will be used to determine areas of need for academic enrichment, acceleration and remediation. Data from these systems are disaggregated from numerous sources, including state STAAR tests, district benchmarking tests, curriculum assessments and teacher-developed assessments. Teachers and Center personnel will also evaluate state AEIS data such as completion rates, attendance rates, drop-out rates, and demographics to ensure that Center activities are meeting the needs of the students.

In addition to student academic performance data, Center personnel will use the districts' student management systems to evaluate ongoing attendance and discipline data. These data will be communicated to teachers and activity designers to ensure that student needs are met in these areas as well.

Center personnel will also regularly conduct student interest surveys and parental interest surveys. The goal of the Center's activities is to balance student needs with student wants. The IC has experience embedding social and leadership training into activities designed around student interests, and this model will be replicated at each Community Learning Center.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 212-503

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Family Engagement Specialist: the Family Engagement Specialist (FES) is a full-time (40 hours per week) position. The Family Engagement Specialist role is to implement research-based strategies and develop new strategies to engage families in after school programming.

All positions are provided with weekly job-embedded professional development led by the Project Director and IC personnel. Additionally, all positions will attend regional, and state conferences and training. In addition, the Ingenuity Center has hosted regional training for the ACE network and serves as the Region VII communication network representative. It is anticipated that this pattern of training will integrated into this Cycle 9 grant.

The IC has developed a number of innovative activities as part of its Cycle 7 and 8 grants that will be implemented in Cycle 9. The FES will identify parent liaisons from each campus. These parents work to engage other parents in the family engagement activities, and they meet regularly with the FES. The FES is also part of the weekly team meetings that include the Project Director and the Site Coordinators. These meetings are designed to provide ongoing professional development for center staff as well as analyze student and family data.

The Family Engagement Specialist will be a full time (40 hours per week) position funded entirely by the grant.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The IC has developed a number of innovative family engagement strategies that have proven to recruit significant numbers of family members. The schools that the IC works with have historically had low involvement of parents, but through our efforts, these numbers have significantly increased.

The Family Engagement Specialist will schedule monthly meetings with Site Coordinators to discuss campus parent engagement needs and activities. The FES will stay up to date with research on Family Engagement and share information in a timely manner with Project Director and Site Coordinators. The FES will create and send out Parent Interest Surveys at the beginning of the year in order to assess needs and interest, in order for classes and events to be created accordingly. The FES will help coordinate monthly parent events and parent classes reflective of parent interest surveys. The FES will assist Site Coordinators in creating and setting up Parent resource centers that include parenting tips, quick parent handouts on numerous topics, where to find community resources such as PATH, Bethesda clinic, and workforce solutions. The FES will create parent information handouts on a wide variety of topics such as homework, cyberbullying, parent conferences, keeping calm under pressure and college funding. The FES will create and keep an online resource space with information pertaining to parenting topics an ideas for Site Coordinators and Parent Liaisons.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 212-503

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The IC believes that social development is strongly correlated with academic achievement. Family and Parental Support Services will be designed to engage family members in the students' learning process. These will include adult education classes that will improve parents' abilities to assist students with academic endeavors. Examples are adult literacy, English language learners, computer literacy, and college awareness.

Activities falling under the heading of College and Workforce Readiness will be designed to improve academic achievement by helping students develop and achieve goals, manage time, and improve study skills. The IC will provide students with access to college and career counselors as well as expose students to a college-going culture. Parent programs will be designed to improve their skills in literacy and technology and also in supporting their children's academic success. This includes college and career awareness, homework assistance, and literacy. We will also have parent/children programming so that parents and students can work on activities together in order to build the skills of helping students at home.

In order to achieve "students' and families' active participation and engagement in learning" the Centers will continue to develop innovative instructional practices such as project-based learning, engineering design, technology integration and multi-media classes. In order to achieve "students' and families' increased sense of involvement in school," the Centers will continue to use data-driven decision making to ensure that activities are tailored to the needs of the students and family participants. The Centers will continue to provide adult advocacy programs to improve the sense of a college-going culture. In order to achieve the "use of assessment data to revise/evaluate student services," the IC will continue to provide high quality, high engagement professional development for teachers and administrators at the host sites. These professional development sessions will be focused on topics such as: disaggregation of student performance data, the use of data to project changes in school and school culture, driving classroom decisions with data, etc.

The IC and the school districts have agreed to provide space at each campus for adult classes and family engagement activities. By hosting these classes at the schools, we are able to develop a positive perception of the school in the parents and the community. Our research has led us to the understanding that many of the parents of students in the program did not have a positive experience in school, and they retain many of those feelings today. Furthermore, they pass on these poor perceptions to their children. By hosting these positive classes at the school, we have been able to mitigate the effects of poor past experiences and replace them with positive perceptions. We have in the past attempted to hold classes at alternate sites, but the schools often represent the most accessible locations as they are often neighborhood school in close proximity to many of the families.

The IC will also work with the Discovery Science Place to help engage students and families in positive family experiences.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 212-503		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 212-503

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 212-503

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 212-503

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 212-503

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 212-503

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within BoundaryEnter total number of private nonprofit schools within applicant's boundary (enter "0" if none): **2****Initial Phase Contact Methods**

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☒ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**Total nonprofit schools participating: **0**Total nonprofit students participating:
0Total nonprofit teachers participating:
0No nonprofit schools participating: ☒No nonprofit students participating: ☒No nonprofit teachers participating: ☒

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID:212-503

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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